ISCTE IUL
Instituto Universitário de Lisboa
University Institute of Lisbon

# FUC - Ficha de Unidade Curricular
# Curricular Unit's File

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| **Code** | L1532 |
| **Name (PT)** | Gestão de Operações I |
| **Name (EN)** | Operations Management I |
| **Regime** | Semestral |
| **Level** | 1.º Ciclo |
| **Teaching language** | Português , Inglês |
| **School** | Escola de Gestão (EG) |
| **Departament** | DMOG |
| **Scientific area** | Tecnologia, Produção e Operações (TPO) |
| **Responsible academic staff** | João Carlos Rosmaninho de Menezes |
| **Pre-requisites** | None |
| **Objectives** | Promoting a modern approach to operations management based on a systems approach, on a process view and, on a continuous fit to the competitive environment, in order to choose or design the right organisational structure to excel fierce competitors and so, achieve success within a complex business world. |
| **Learning outcomes** | Students should be able of...<br>1. Understanding the basic concepts of operations management and aligning operations strategy options with corporate strategy.<br>2. Describing product (goods and services) design approaches and select the most appropriate process in a given situation.<br>3. Describing and assess processes using mapping tools or others that are adequate.<br>4. Describing the impact of quality movements on operations management.<br>5. Determining the most appropriate location of facilities and develop capacity planning and deployment. |
| **Syllabus** | 1. Introduction 1.1. Organisational aims<br>1.2. Organisational modelling<br>1.3. The operations manager role<br>2. Strategy and competitiveness<br>2.1. Operations strategy evaluation<br>3. Business Models<br>4. Process analysis<br>4.1. Process analysis and mapping.<br>5. Product Development<br>5.1. Designing for the Customer, for Manufacturing and Assembly and for Productivity<br>6. Supply Network design<br>6.1. Outsourcing<br>6.2.Capacity management<br>6.3. Layouts<br>6.4. Supply Chain Management<br>7. Quality management<br>7.1. Quality dimensions<br>7.2. TQM<br>8. Service Management<br>8.1. Service-Product Bundles<br>8.2. Service-System logics<br>8.3. Value-in-use vs. value-in-exchange<br>9. Sustainability<br>9.1. Concepts and drivers to business |

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| **Assessment** | 1) Continuous Assessment<br>1. Involvement, attendance (>80%) & punctuality (15%)<br>2. 2 Group Assignments (5 people) (35%)<br>- Presentations & written reports<br>3. Individual written test (50%)<br><br>Pass: the weighted average of the 3 components is 10 out of 20 or above, with a minimum grade of 8 in the components.<br><br>2) End-of-term individual written exam<br>For students who failed or chose this way.<br><br>Pass with 10 out of 20 or above. |
| **Teaching methodology** | During the term the following methodologies will be used:<br>1. Expositional, for presenting theoretical frameworks.<br>2. Participative, with analysis and resolution of application exercises.<br>3. Active, with the realisation of individual and group assignments.<br>4. Active and cooperative, with the execution of group assignments.<br>5. Self-study, related with autonomous work by the student, as it is contemplated in the Class Planning. |
| **Demonstration of the syllabus coherence with the curricular unit's objectives** | This ?demonstration of consistency? stems from the interconnection of the syllabus (S) with the learning goals (LG) and is explained as follows:<br>LG1- S1, S2, S3, S8, S9<br>LG2- S5, S6<br>LG3- S4, S6, S7<br>LG4- S7, S9<br>LG5- S6 |
| **Demonstration of the coherence between the teaching methodologies and the learning outcomes** | The learning-teaching methodologies are aimed at the development of the students? main learning competences that allow to fulfill each of the learning goals. Therefore, in the grid below, it is presented the main interlinks between the learning-teaching methodologies and the respective goals.<br><br>Learning-Teaching Methodologies(LTM): Learning Goal (LG)<br>1. Expositional, to the presentation of the theoretical reference frames: All<br>2. Participative, with analysis and resolution of application exercises: LG4, LG5, LG6<br>3. Participative, with analysis and discussion of case studies and supporting texts: All<br>4. Active and collaborative, with the realization of group works: All<br>5. Self-study, related with autonomous work by the student: All<br><br>Despite the lecturer prescribes the theoretical principles and ideas regarding the topics of the program, some coaching will be provided to support both the group assignments and the individual study.<br>In addition, numerical exercises will be solved from an ?exercise booklet?, which will be put together specially for this course. Practical activities, like watching videos will be used to illustrate a few concepts.<br><br>The students will be motivated to act both in a proactive and collaborative way, but also autonomously. Presentations will be given and academic reports will be written up both concerning group research and case studies. On the other hand, while numerical exercises will also provide some support to the learning on certain situations, a case study might show up as more adequate to help the knowledge concerning other paradigms. |
| **Main Bibliography** | Os alunos abrangidos pelo 'Regulamento Interno para Estudantes com Estatutos Especiais' deverão contactar o docente da UC, ou o Coordenador da mesma, na primeira semana de aulas de cada semestre, com vista ao enquadramento dos processos de aprendizagem e avaliação na UC. |

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| **Complementary Bibliography** | Students that fulfill the requirements to appeal for a special status within the scope of the «Regulamento Interno para Estudantes com Estatutos Especiais» must get in touch with the Lecturer/UC responsible, during the first week of the semester, to eventually adjust both the learning and the assessment processes. |